CENTENNIAL RADIO BROADCAST

TEACHERS COLLEGE OF CONNECTICUT

AUDITORIUM

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CENTENNIAL SCRIPT

BIZ: CHORUS SINGS ALMA MATER BEHIND:

ANNOUNCER: This program comes to you from the Teachers College of Connecticut where Dr. Engleman, Commissioner of Education, members of the State Legislature, members of the Board of Education, and other distinguished guests have assembled to celebrate the 100th Anniversary of the founding of our teacher-training institutions.

BIZ: CHORUS CONTINUES TO END OF ALMA MATER

NARRATOR: At the Teachers College of Connecticut, in New Britain, 1800 other students and I are preparing ourselves to become teachers in the public schools of this State.

BIZ: CHORUS TALKS, SHOUTS, BUZZES, CONTINUES THROUGH:

JERRY: Hello, Bill.

NARRATOR: Hello, Jerry. They look and sound pretty much like college students anywhere. Let's see if we can find out a little more about them.

MARY: Hello, Bill.

NARRATOR: Hello, Mary. Have you got a minute before class?

MARY: I think so.

NARRATOR: Can you tell us why you came to Teachers College instead of some other?

MARY: I always wanted to be a teacher and my high school adviser pointed out to me that if one wanted to become a dentist, he must go to dental school; if one wanted to become a lawyer, he must go to law school; and so with teaching, if one wanted to become a teacher, he should go to a college which specializes in teacher preparation. So I came to the Teachers College of Connecticut.

NARRATOR: Thank you, Mary. How about you, John? Why did you choose Teachers College?

JOHN: In the navy I became impressed with the ideal of service to others. In considering my aim for education under the G. I. Bill, I found that teaaching and the Teachers College of Conn. offered me the opportunity I wanted.

NARRATOR: Thank you, John. What is it, Nancy? Do you have something to say too?

NANCY: Teachers College of Connecticut offers the opportunity of becoming a part of one of the greatest professions. It appeals greatly to me.

BIZ: PROFESSOR CALLING ROLL

NANCY: I'd better run. I'm late for class.

NARRATOR: So long, Nancy.

BIZ: CHORUS TALK QUIETS. PROFESSOR HEARD CLEARLY, THEN FADE.

NARRATOR: Before these students can secure positions as teachers, they must obtain a certificate from the State Board of Education, attesting to the fact that they have received a certain amount of specialized training for the profession of teaching. We take that for granted today, but it wasn't always true. A hundred years ago things were very different. Let's go back there and see.

BIZ: BRIDGE

GRAHAM: Now that you're all leaving school, I wonder what you plan to do.

HENRY: I'm going to work in my father's feed store, Miss Graham.

GRAHAM: That's nice, Henry. You've done pretty well in arithmetic. I think you'll be a real help to him.

CHARLES: I'm going to the academy, Miss Graham, to study for the ministry.

GRAHAM: I'm sure that will make your family very proud, Charles. Now be sure you don't forget the difference between a participle and a gerund.

CHARLES: I won't forget, Miss Graham.

GRAHAM: And what are you going to do, Jeb?

JEB: I dunno.

GRAHAM: What do you want to do?

JEB: I dunno, Guess there's some jobs at the mill.

GRAHAM: I think there's an opening for a teacher in the school at Haddam next year. Would you like that job?

JEB: I dunno, How much ja get?

GRAHAM: Well, you'll be fed and housed by families in the town. You'll move from one to another every week, the way I do here. And they may give you about ten dollars a month besides.

JEB: Well, I'll think about it.

NARRATOR: It was generally believed that anyone who had spent a few years in school, learning reading, writing, and arithmetic could turn around and teach it to others. And because the job was thought to be so easy, teachers were regarded as just another kind of day-laborer, and they were treated and paid, accordingly. But there were some people who knew that that kind of teaching was inadequate, and, if they had the money, they sent their children to private schools. The public schools were regarded as a place for children whose parents couldn't afford to buy them a real education. But that wasn't the idea when public schools were first begun, before the Revolutionary War. Here's the way people talked in those days.

BIZ: BRIDGE

COLONIAL MAGISTRATE: It being one chief project of that old deluder, Satan, to keep men from the knowledge of the scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading men from the use of tongues, and, that learning may not be buried in the grave of our forefathers in church and commonwealth -- it is therefore ordered by this court and authority thereof, that every township, within this jurisdiction, after the Lord has increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him, to write and read; whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general.

NARRATOR: Eventually people realized that the public schools weren't doing what they were intended to do. But the suggestion of improving them seemed dangerously radical, because it came from a foreign country. Early in the nineteenth century, the fine schools in Germany became known around the world. Horace Mann said:

MANN: If Prussia can pervert the benign influences of education to the support of arbitrary power, we, surely, can employ them for the support and perpetuation of republican institutions. We can copy the mode of teaching without adopting the notion of passive obedience to government.

NARRATOR: An important part of the German system was the training of its teachers. It was with that idea that suggestions for improvement began in this country.

BARNARD: It is idle to expect good schools until we have good teachers, and the people will rest satisfied with such teachers as they have until we can demonstrate the necessity of employing better, and show how they can be made better, by proper training in seminaries established for that specific purpose.

NARRATOR: That was Henry Barnard addressing the Connecticut General Assembly in 1838.

BARNARD: Give me good teachers and in five years I will work not a change but a revolution in the education of children of this State.

NARRATOR: That was Henry Barnard addressing the Connecticut General Assembly in 1839. In that same year Horace Mann persuaded the Legislature of Massachusetts to establish not one, but three Normal Schools for the training of teachers in his State. The Connecticut Legislature was harder to convince, but that didn't stop Henry Barnard from working for what he knew to be a sound idea. He was appointed Secretary of the Board of School Commissioners, and in that position he spent his entire salary as well as money of his own in working for the establishment of a Normal School.

After many years there came a day which must have made Henry Barnard feel that the struggle had been worth while. That day was June 4, 1851.

BIZ: CROWD NOISE (CHORUS) AND BAND IN DISTANCE

ANNOUNCER: A great crowd is gathered here at the new Normal School in New Britain. We're waiting for the arrival of Governor Seymour and the group of legislators who have just come in by special train from Hartford.

BIZ: APPLAUSE IN DISTANCE. CHORUS SINGS THROUGH:

ANNOUNCER: And here they come! The Normal School students are singing a greeting to the distinguished guests.

BIZ: CHORUS, FOLLOWED BY APPLAUSE

ANNOUNCER: And now Mr. Ethan Andrews of New Britain is coming forward to speak.

BIZ: APPLAUSE

ANDREWS: Governor Seymour, distinguished guests, ladies and gentlemen: I greet you on behalf of the New Britain Educational Fund Company, on this happy occasion for all citizens of New Britain and of the State of Connecticut. It is our misfortune that the man who most richly deserved to enjoy this day with us, has recently been taken from us, Major Seth J. North. It was Major North who brought our company into being; it was Major North who was the largest contributor to it; and we may say that it was chiefly the efforts of Major North that brought about the happy occasion we celebrate today. Having raised the sum of $16,000 for purchasing this building and equipping it for the Normal School, the New Britain Educational Fund Company has successfully completed the purpose for which it was founded. On behalf of the one hundred citizens of the town of New Britain who donated this money, I offer this building and the addition which has been erected for it, to the Board of Trustees of the Normal School.

BIZ: APPLAUSE

ANNOUNCER: Now Mr. Francis Gillette is coming forward.

GILLETTE: Your Excellency Governor Seymour, members of the Legislature, Mr. Andrews, and ladies and gentlemen: As President of the Board of Trustees of the Normal School, it is perhaps fitting for me to explain how the Board has acted in carrying out the responsibility entrusted to it by the Legislature for the founding of a Normal School for the training of teachers for the public schools of this State. Nearly two years ago we received our instructions, including the stipulation that a suitable building and fixtures should be provided without expense to the State. Six months later we had received bids from the towns of Farmington, Middletown, Southington, and New Britain. Our Committee on Location inspected each of the proposed sites. The town of New Britain has natural advantages in its central location and its transportation facilities. In addition we were influenced to choose it because of the generosity of the offer of its citizens in providing these fine buildings, and in turning over to the Normal School its own school system, to serve as schools of practice for the Normal School pupils. It is with deep appreciation and gratitude, Mr. Andrews, that I accept, on behalf of the Board of Trustees, your generous gift of buildings and equipment for the Normal School.

BIZ: APPLAUSE

GILLETTE: And now I have great pleasure in presenting to you the State Superintendent of Common Schools and Principal of the Normal School, Mr. Henry Barnard.

BIZ: MUCH APPLAUSE

BARNARD: As many of you know for how many years I have urged the establishment of a Normal School for the systematic training of our teachers, you may perhaps partly imagine the joy I have in reporting to you that the School has now successfully completed its first year of service to the schools of the State of Connecticut. Even before the Board of Trustees had completed its arrangements with the New Britain Educational Fund Company for these

fine buildings, the Normal School held its first classes in temporary quarters on May 15, 1850. During the first week, thirty-five pupils were in attendance. That number has now grown to 154. If this school fails in the hands of those to whose care it is now committed -- if for any reason its anticipations of good are darkened, postponed and utterly defeated, and in consequence the enterprise should be abandoned at the close of the four years for which provision has been made without any charge upon the funds of the State -- it will be the first instance of failure in the history of normal schools.

BIZ: CHORUS

NARRATOR: That was quite a celebration, and the speeches went on a lot longer than we have time to listen right now. Horace Bushnell's speech that night lasted an hour and a half. Did you notice what Mr. Barnard said? That provision was made for the Normal School for four years without any charge on the funds of the State? Well, he was telling the truth. The buildings and furnishings were gifts from the people of New Britain; and the $11,000 set aside to pay salaries and other expenses for four years was money paid to the State as bonuses by two newly created banks. By the time that money was gone, the school had proved its value, and the Legislature appropriated the money to continue it. But the appropriation was never made permanent, and every so often there was a Legislature that had to be shown all over again why a Normal School was a wise expenditure. Ten years after it opened, David N. Camp was its Principal. Here is how he explained its value:

CAMP: The Normal School furnishes competent teachers for the common schools. Without these, all else -- fine school-houses and other facilities are of no avail.

BELLIGERENT MAN: Mr. Camp, isn't it true that good teachers are born, not made?

CAMP: Normal schools were founded on the principle that eminent qualifications for teaching might be acquired. And this principle is verified in actual results.

BELLIGERENT MAN: But aren't there good teachers in our schools who have never been to your Normal School?

CAMP: This is no more an argument against the Normal School than the fact that there are sometimes good physicians who have not passed through a regular course of medical training proves that medical schools are not of great importance in teaching the medical profession.

BELLIGERENT MAN: We have fine colleges and higher seminaries in this State. Why can't they supply the teachers we need?

CAMP: I do not ignore the fact that many eminent teachers have come out of these. But in view of the fact that the millions, whose minds are to be moulded, ought rather to be educated than taught, it needs those for this work who have something more than the knowledge of books; it needs those especially trained for this work of educating.

BELLIGERENT MAN: Your Normal School has been operating for ten years now, and there are still many unqualified teachers in our schools.

CAMP: The number of thoroughly qualified teachers is annually increasing. The accessions to the number of graduates of the Normal School and the number of graduates from colleges and high schools who have chosen the teacher's profession and have entered upon its duties with enthusiasm, have brought increased ability, exalted character and more healthful influence to the profession. School committees are more careful in the selection of teachers. The evils arising from the employment of unqualified teachers will not be wholly remedied till districts and communities are more awake to the fearful consequences of misdirected early education.

NARRATOR: Of course, the mere existence of a Normal School sending out trained teachers didn't automatically remove all the incompetent teachers from the schools. Any school committee that was more interested in saving money than in procuring the services of a good teacher had no trouble in locating applicants for their cut-rate jobs. And the committees seeking good teachers had to talk to many poor ones who were seeking employment. Here is an interview reported by a school committee man of those days; a Mr. Nason:

NASON: A young man named Jotham Standstill came in to see me. He seated himself with his hat upon his head and a quid of tobacco in his mouth.

JOTHAM: They tell me you're the new committee man and I've called to let you know that I'd like to keep your school this term.

NASON: Well, we wish to employ a good teacher. Have you taught before?

JOTHAM: Oh, yes. I've teached school three terms, and I understand the business. I can whip any boy, no matter how big he is.

NASON: Yes, but we want a teacher more than a whipper. Have you ever attended a Normal School?

JOTHAM: No, I don't believe in such schools. I never saw one and hope I never shall. I think nat'ral teachers are the best, and I'm one of that class.

NASON: Have you ever attended a Teachers' Institute or Teachers' Meeting?

JOTHAM: No, and I never intend to. If I can't keep school without their aid, I'll give up and return to my old business of sawing wood. They may do well enough for beginners, but they won't answer for me.

NASON: Then you don't believe in the old maxim, "never too old to learn."

JOTHAM: Not quite. When a man knows a thing he knows it, and that's enough. I know how to keep school, and I don't want to hear of any of the new-fangled notions.

NASON: Do you take or read any of the school journals?

JOTHAM: Not I. I have no dollar to throw away on such trash. When I can get plenty of stories about murder, love, and shipwreck, I don't want to see any

of your teachers' journals. I never read a page in one in my life, and what is more, I don't mean to.

NASON: Do you own or read any works on education?

JOTHAM: No, I have no inclination to read such works. What's the use when one knows it all? If you want me to teach your school, I'm ready to do the work as cheap as any other man.

NASON: I'm not prepared to employ you now. If I should decide to need your valuable services, I'll inform you.

NARRATOR: And thirty years later, the problem still remained.

HINE: In the year 1886 more than 400 persons began to teach. Of this 400, the Normal School sent out 50, and other training schools perhaps 50. The remaining 300 were immature men and women desiring to earn money, to pass away unoccupied time, or to prepare themselves for teaching. If 30 pupils were entrusted to each of these 300 untrained teachers, more than 9,000 children, or about one-tenth of all the children registered, were subject to inexperienced and unskillful teaching, and to blundering management. Not one of these tyros had been tested by any high standard. The sentiment which permits such wholesale injury to children, such violation of all business principles, is diminishing, but dies hard.

NARRATOR: That report was from Mr. Charles D. Hine, Secretary of the State Board of Education. But the number of trained teachers was increasing, and as it did, a spirit of progress, a desire to find and to try new and promising ideas, swept through the schools. Here's what a teacher named Mary McNall had to say:

MCNALL: What a great people we are. So much greater than we were yesterday. Just to think of it! The Connecticut State Board of Education has asked a school marm to express her views as to how a school should be conducted, instead of inquiring of that dear and venerable institution, the District Committee. Well, that in itself is enough to bring on an earthquake or an

epidemic of measles. It is to be hoped that the Constitution of our Grand Republic is safe.

There are twenty schools in this town, and excepting three they are entirely taught by women. The schools are all that can be expected for the compensation received, the highest wages given a lady teacher is $45 a month.

The primary difficulty in improving the grade of our schools is the prevailing public sentiment-a sentiment, of course, entirely of the masculine order. Now as to the annual town meeting, they vote there how much certain men are to get for working roads, or cutting bushes, and whether certain men shall have the right to sell liquor, and certain other men are to hold office -- All Men. Just before adjournment the question of teachers' wages comes up, and then a number of men address the Chair, all together, in the interest of economy -- and tell how much we are in debt, and that we must economize, then down goes the appropriation.

NARRATOR: Mary McNall had some good ideas about improving the teaching in the schools too.

MCNALL: Geography learned from books gives the pupil as much of an idea of the earth's surface as it does of the surface of the moon. Long Island Sound to such a child is something south of a place called Connecticut. Ask him if he ever saw it, fished in it, and he will look at you in amazement. A good blackboard with colored crayons for maps is what is needed for effective geography.

NARRATOR: Many new ideas came directly from the Normal School. Here is one proposed by John D. Philbrick, Principal of the Normal School from 1855 to 1857:

PHILBRICK: Under the present conditions of city life at home and at school, a child stands a poor chance to enter upon the career of life having a good physical system, a body healthy, strong, well-formed, and of good size. I do not believe that in order to secure the bodily vigor which was enjoyed forty years

ago it is necessary to cut down the standard of scholarship to what it was at that period. Protracted confinement in ill-ventilated school rooms has been far more destructive to health than hard study. The principal remedy which I would suggest is the introduction into all grades of our schools of a thorough system of physical training, as a part of the school culture. Let a part of the school time of each day be devoted to the practice of calisthenic and gymnastic exercises in which every pupil shall be required to participate.

NARRATOR: And so the school children of those days began to go through this sort of thing:

BIZ: TEACHER GIVING CALISTHENIC DRILL

NARRATOR: And that was the beginning of the program of physical education, the athletic fields and the equipment, that is so important a part of our school program today. And here is a report from Mr. Charles Northend, in 1877, about another new idea:

NORTHEND: Vocal music is another branch which received no attention in the common schools of fifty years ago. Now instruction is given in it in most of our schools, and it contributes largely to the pleasures of school life. How often when a spirit of disquiet, perhaps of unhappiness, takes possession of a school, will a sweet song tend to bring peace and restore a spirit of order and happiness! And yet, be it remembered, singing, which is so pleasant and so helpful, is one of the modern branches which has been introduced into our schools, but not without opposition. The time devoted to this exercise is helpful in many respects. By its pleasant influences it cheers and animates pupils for the pursuit of less attractive studies, even as martial music in the army tends to alleviate the tediousness of marching.

NARRATOR: So, in spite of the protests of the conservatives, sweet songs began to bring peace and to restore a spirit of order and happiness.

BIZ: SONG BY CHILDREN (ANNIE LAURIE)

* * * * * STATION BREAK * * * *

NARRATOR: Like many people today, there were those who believed that training in public speaking was the key to success in life.

MAN: In a republic, where there are so many avenues to success open to enterprise, and where the poorest and humblest boy may aspire to be the richest and greatest man in the nation, the power of addressing an assembly with self-possession and facility is one of the most desirable that a parent could wish to see bestowed upon his son. Let a young man thus furnished by nature and education go from a quiet village in New England into some great city of the West. On some unexpected occasion a commotion arises among the people. The wanderer hurries with the crowd to the scene of debate. His soul begins to kindle, his eye flashes, as the great thoughts of the masters whom he studied in childhood sweep over the chords of his soul and elicit a strange wild music that rings in his ears and tingles in his blood. Impelled by an irresistible impulse, he rises to speak, and his voice, silvery with emotion, vibrates like a beam of light over the dark waves of the sea beneath him. The crowd is hushed, and after the spell is over, he will soon have tendered to him a seat in the councils of the nation, or he will represent the greatest Republic in the world at some foreign court, or he will administer the law from the bench; and who will ever remember, unless it be with pride, that his mother cradled him in an alms-house?

NARRATOR: Well, maybe that man let his enthusiasm run away with him just a little, But take this report from a Superintendent of Schools named C. S. Bushnell:

BUSHNELL: It gives me much pleasure to report that there is a much higher literary taste and culture apparent in our schools than formerly. In recitations and declamations, the old and trite dialogues, in which children represented scolds, tattlers, drunkards, and sometimes swearers — always of a doubtful tendency, even among a community of weak literary attainments -- have

generally given place to productions of more refined tendencies and of true merit. The importance of having our children possess a love for the refined, beautiful, and true, as exhibited in the writings as well as the lives of good men, and in the works of creation, cannot be too earnestly pressed upon the attentions of parents and teachers. It is a perpetual source of pleasure to its possessor and one of the surest foundations for a pure life.

NARRATOR: And of course many boys learned their ways to pure lives with this old favorite:

BIZ: BOY RECITES "THE BOY STOOD ON THE BURNING DECK"

NARRATOR: The problem of turning children's minds to the refined, beautiful and true never has been easy. Here's a complaint from Mr. B. G. Northrup, Secretary of the State Board of Education in 1878:

NORTHRUP: We desire to call attention to the cheap, trashy, literature which is demoralizing the youth of our country. In this class we notice the papers named The New York Boys' Weekly, and The Boys of New York, as well as the Boston Illustrated Police News and New York National Police Gazette, These papers contain stories of the most sensational and slangy character, judging by the titles, of which we name the following: Dashing Dick, King of the Highway; Yankee Claude Duval, the Dashing Knight of the Road; Corkey, or the Tricks and Travels of a Spy, Shorty, jr., or The Son of His Dad; Ban Up, or The Boy Ranchero. We see not one redeeming trait in these or other papers of this class. We are informed that many of the advertisements are of the most villainous kind.

NARRATOR: And The Boy Ranchero survived these protests, just as Buck Rogers survives today. There are some problems that don't change from one generation to the next. On the other hand, the Normal School from the time it was opened taught its students the works of the best American authors, who were ignored by many of the greatest universities until very recent years. And the educators did their best to give the children something to think about

besides The Boy Ranchero. Here's a poem recommended for celebrating "Bird Day":

LITTLE GIRL: Matilda Ann

I knew a charming little girl,
  Who'd say, "Oh, see that flower!"
Whenever in the garden
  Or woods she spent an hour;
And sometimes she would listen,
  And say, "Oh, hear that bird!"
Whenever in the forest
  Its clear, sweet note was heard.
But then I knew another—
  Much wiser, don't you think?—
Who never called a bird a "bird";
  But said "the Bobolink"
Or "Oriole" or "Robin"
  Or "Wren," as it might be;
She called them all by their first name,
  So intimate was she.

For would it not be very queer,
  If when, perhaps, you came,
Your parents had not thought worth while
  To give you any name?
I think you would be quite upset,
  And feel your brain a-whirl
If you were not "Matilda Ann,"
  But just "a little girl."

NARRATOR: There was concern over many different kinds of problems. Frequently school visitors submitted reports like this one:

MAN: Many of the districts are very negligent in the care of outbuildings. These are sometimes improperly located. Often they are suffered to fall into decay, so that they become useless, or, if used, serve greatly to encourage immorality.

NARRATOR: Or this problem of children's welfare:

MAN: In previous reports, the question of corporal punishment has been considered. It is mentioned here only to reiterate the caution about striking a pupil on the head. For two reasons this should never be done. First, it endangers the child; second, its moral effect on the teacher and pupil is alike bad. No one can hastily strike another with the hand or book, and do it in the proper frame of mind.

NARRATOR: And more new ideas were introduced. Here is a report from Mark Pitman in 1887:

PITMAN: A good step forward in the interest of manual training for boys has been taken this fall in the fitting up and equipping of a room where 240 boys, drawn from the two upper grades of the grammar schools, can receive systematic instruction and practice for two hours each week, in the use of wood-working tools. Instruction and practice in plain sewing, to the extent of one hour each week, are now given to more than 1,000 girls in the intermediate grades of the public schools. To an increasing number of girls in the city, no adequate instruction in this most important art is, or can be, given in the home.

NARRATOR: But among all the new ideas the one that apparently stirred up the most violent opposition was the proposal that school-children need fresh air. Horace Mann said:

MANN: To put children on a short allowance of fresh air is as foolish as it would have been for Noah, during the deluge, to have put his family on a short

under the guidance of older and experienced teachers. Because of this, no student ever went out of the Normal School with his head full of theories and no idea what to do with all those children wriggling on the hard wooden benches before him. The building generously donated by the citizens of New Britain in 1850 was soon outgrown, but it was not until 1880 that the State Legislature voted the sum of $75,000 for a new building, provided the town of New Britain would give another $25,000. Again the town made its contribution, and a new building was opened in 1883.

Four years later the Secretary of the Board of Education reported:

HINE: The Normal School has on its rolls the largest number of scholars it has been able to report since 1859. The coming year will also show the largest number of graduates in the history of the school. The number of towns which furnish pupils to the school has now increased to 84, and it can no longer be said that its constituency is local. To efficiently instruct such a large number and to secure to them the advantages of thorough training, and to so test them that no incompetent person may be sent out under the sanction of the State, it is necessary that the practice schools should be enlarged. Each pupil must have a long period of actual practice, both to determine fitness, and to secure skill. The need of the school and one which must be met to secure its continued usefulness is more practice schools within convenient distance, and substantially under its own management, so far as the work of the schools is concerned. If such schools cannot be secured, the number of pupils in the Normal School should be reduced to the capacity of its present model schools. This points to the establishment of another Normal School at some convenient point in the State where there will be a certainty of friendly cooperation in the matter of model schools. There is no doubt that such a school is really needed, and that the highest interests of the children of the State would be promoted, by the increased number of trained teachers who would issue yearly from such an institution.

NARRATOR: Things moved pretty fast after that suggestion was made.

GIRL: Willimantic Normal School opens in 1889, with Arthur B. Morrill as Principal.

GIRL 2: New Haven Normal School opens in 1893, with Arthur B. Morrill, formerly of Willimantic, as Principal.

GIRL 3: Danbury Normal School opens in 1905, with John R. Perkins as Principal.

NARRATOR: Four Normal Schools! And those three new ones were created in only a few more years than it took the Legislature to decide to have the first one. But before the fourth one opened, that first Normal School had an important Golden Jubilee. In 1900 the Normal School at New Britain was fifty years old. On the afternoon of the 21st of June, 1900, a large audience assembled to attend the exercises in celebration of a half-century of teacher training in Connecticut.

BIZ: CHORUS, FOLLOWED BY APPLAUSE

ANNOUNCER: The first Speaker will be Mr. David N. Camp, who was Principal of the Normal School from 1857 to 1866.

CAMP: To understand the true genesis of the Normal School, one must consider the circumstances under which it was founded. Connecticut in its early history had been noted for the excellence of its common schools. Connecticut gave to the world the first example of a government providing a munificent fund for the education of every child within its limits. At the time of taking one of the first censuses in which literacy was reported, Connecticut, had the smallest proportion of persons who could not read and write of any state in the union.

BIZ: FADE CAMP AND BRING IN ANNOUNCER OVER HIM

ANNOUNCER: The next speaker will be Mr. Clarence F. Carroll, Principal of the Normal School from 1883 to 1894.

CARROLL: I am conscious that this is largely reminiscence, but we who salute you today and who are about to die can scarcely avoid speaking in this vein. I was warned by a very close friend not to use this opportunity to speak in

detail of the recent history of the Normal School. I respect the suggestion and its author, but can scarcely avoid making reference to some of the influences that have more or less directly resulted from its presence. The last 25 years have witnessed some startling changes in education that appear to be permanent. Most prominent among these is the larger sympathy with children which shows itself in every schoolroom. The stern discipline and sarcasm so common 25 years ago are in disrepute, and have practically disappeared. The health and happiness of the child have been made the central interest. The community is taking a hand and is seeking to make the school both a social and a moral power.

In 1883 there was no practice school for independent teaching to be found in New England in connection with any other Normal School. The normal schools were, in fact, suffering from an excess of theory and psychology, and lacked the vital principle that has given life to the New Britain school. Let us not make the mistake of assuming that everything has been done. Never in the history of education has there been such unrest as at the present moment, never so many theories as to what should be done next. In spite of all that has been accomplished, every true teacher and progressive sees a horizon not far off that he vainly desires to attain.

BIZ: FADE CARROLL, BRING IN CHORUS UNDER:

ANNOUNCER: Now the graduating class of 78 young ladies will receive their diplomas from His Excellency Governor George E. Lounsbury.

BIZ: FINISH CHORUS, APPLAUSE

NARRATOR: So some of the principals who had guided the Normal School through the first half-century of its growth looked back upon their efforts and pointed the way toward the work still remaining to be done. The Principal who faced the practical problems of meeting the challenge of the twentieth century was Marcus White. As he turned away from the celebration to write his report for the year 1900, Marcus White faced realities.

WHITE: In all of my recent reports I have complained of the lack of room for our present needs.

At the time the present Normal School building was built the total attendance of the Normal School was less than one hundred, and no provisions were made at all for the practice schools. At the present time there are 270 pupils in the Normal School, and over 400 children in the model schools, or nearly 700, as against the 100 who were originally accommodated. It is now impossible to do much work that might be easily and economically done if more room were provided.

We need an additional school building.

NARRATOR: Marcus White served as Principal longer than any other one man has served. -- over 35 years. And he spent more than 25 of those years in reporting that an additional school building was needed. It wasn't until the year 1921 that the General Assembly appropriated $750,000 for the building which now stands on North Stanley Street, and which was opened in 1925. It took almost as long to complete another major project. Before 1910 Mr. White began to explain the need for a dormitory for girls, to remove the necessity for long commuting trips for some of the students. In 1927 the General Assembly appropriated $350,000 for that dormitory. It was completed in 1929 and appropriately named for the man who had worked for it for twenty years. In that same year, ill health forced Mr. White to retire, and the next year he passed away.

But Marcus White is remembered for more than the buildings he worked for. In his 35 years of service he did much to raise the standards of the school and to acquaint the people of the State with its work. When Mr. White was awarded the degree of Doctor of Education by the Rhode Island College of Education, the following citation accompanied it:

CITATION: Marcus White -- preeminent among American educators, devoted to the professional education of teachers; leader of advance in public education through improvement of the service of teachers for 35 years as principal of the State Normal School in New Britain, Connecticut; who now, with new buildings, new equipment, new plans and higher ideals, has a new vision and seeks greater achievements.

Expert teacher of teachers, a fluent public speaker, combining wit and wisdom, successful advocate of educational legislation, an earnest public servant, richly endowed with the spirit of friendliness and generously nurtured in human fellowships.

In recognition of your conspicuous service in the training of teachers, the Rhode Island College of Education bestows upon you the evidence of its approbation.

BIZ: CHORUS

NARRATOR: Twenty years ago Dr. Herbert D. Welte came from the Normal School at Mayville, North Dakota, to become Principal at New Britain. He hardly had time to know where he was before major changes started to happen. What were some of them, Dr. Welte?

DR. WELTE: Up to 1931 the New Britain State Normal School offered only a two-year course for the training of elementary teachers. In 1931 the course was extended to three years. In 1933 the Normal School became the Teachers College of Connecticut. The course was extended to four years in length. New programs were added. In addition to the training of elementary teachers, the college undertook the training of junior and senior high school teachers, and teachers of industrial arts and business education.

NARRATOR: In 1929 Dr. Welte became Principal of a Normal School. Within five years he was the President of a College. And the Teachers College was just about the biggest bargain the State of Connecticut ever got.

DR. WELTE: The record shows that the total expenditures for operating a four-year college during the immediate years after its establishment were less than the cost of operating a two-year Normal School in 1929.

NARRATOR: But the addition of a longer and fuller program and the addition of new departments made the job of administering the college much more complex. And besides growing complicated, it also grew bigger.

DR. WELTE: With the change from a two-year Normal School to a four-year degree-granting college enrollments were approximately doubled. In 1929 the enrollment in the two-year Normal School was about 300. In 1939 the enrollment in the college was close to 500 full-time students and 300 part-time students. In 1949 the enrollment was 1200 full-time students and 600 part-time students.

NARRATOR: In 1929 two girls lived in each room in Marcus White Hall. Now there are four. I can't even imagine what that's like.

BIZ: FOUR GIRLS "STUDYING"

NARRATOR: But I do know how 1800 of us feel in the rest of the school buildings. Too bad. They must have been pretty nice buildings for those 300 students back in 1929.

DR. WELTE: In 1947 a classroom and health building were acquired and temporary classroom facilities were leased. There have been no major additions to the physical plant during the last 20 years.

NARRATOR: So, we have a problem. As we look back over the story, it appears that the training of teachers has had problems for 100 years, and I suppose it always will. But in spite of the problems, the Normal School and the Teachers College have been turning out the best teachers they knew how for 100 years. Those 35 pupils who attended the Normal School for a few weeks beginning on May 15th, 1850, showed the people who employed them that their training meant something. Those of us who are being trained here now hope that in the work that awaits us we can show that too. In one sense, . . .

Henry Barnard's dream came true on May 15th, 1850. In another sense, it comes true every day in classrooms all over this State. Each of us has the honor and the responsibility of becoming a partner of Henry Barnard.

BIZ: CHORUS

CUE: (Announcer) And now, on the occasion of our celebration of 100 years of teacher education in Connecticut, we present Dr. Herbert D. Welte, President of the Teachers College of Connecticut.

BIZ: APPLAUSE

DR. WELTE: Henry Barnard carried on his long and difficult campaign for a Normal School because he believed good teaching to be the most important element in a good system of public education. We have heard the words he spoke more than a hundred years ago:

BARNARD: (ECHO) Give me good teachers and in five years I will work not a change but a revolution in the education of children of this state.

DR. WELTE: The experience of the past hundred years, during which we have been training teachers for the work of education, shows that Henry Barnard was right. Our school system is so different today from what it was a hundred years ago that the change justifies the word Henry Barnard used in his prediction: a revolution. And if that word also implies a certain degree of violence in the change, that implication is justified too; for many of the changes in our schools have come about in the face of violent opposition, as we have heard.

Although Henry Barnard would undoubtedly agree that the revolution he predicted has taken place, he might not be able to pin it down to any particular five years. Those good teachers did not appear all at once and suddenly set about changing the schools. Our present system has been built gradually during the entire century that has elapsed since the Normal School first opened its doors. It has been built by many hands and minds — by the best efforts and the best thinking of hundreds of men and women in every

part of our educational system.

Nor is it safe to say that even after one hundred years of work and struggle the revolution is won. As enrollments in our public schools continue to increase, we must continue to produce more good teachers merely to hold the gains we have already made. As our civilization continues to grow more complex, we must continue to broaden the scope of our education merely to meet its challenges as we have in the past. Most of us would like to do the job even better. There are still as many problems remaining to be solved, or to be solved better, as there ever were. In education there is always a frontier open to new achievement.

In any other field, one hundred years might be regarded as a ripe old age, an age for settling back and taking things easier. But education is concerned with the ever-renewed youth of our state and nation, and our second hundred years will have to be just as active as the first. If we were to ask for any reward after a century of struggle, it might be the respect due to our advanced age. The record of improvement in our educational system speaks for itself. We can only hope that one hundred years is long enough to have convinced even the most hardened of skeptics that the training of teachers, as Henry Barnard said, is the living heart of our school system.

ANNOUNCER: And now we have the pleasure of presenting Dr. Finis E. Engleman, Commissioner of Education.

BIZ: APPLAUSE

DR. ENGLEMAN: (3 minutes)

BIZ: APPLAUSE

ANNOUNCER: His Excellency, Governor Chester Bowles, by transcription

BIZ: APPLAUSE

GOV. BOWLES: (3 minutes)

BIZ: APPLAUSE AND CHORUS SINGS ALMA MATER BEHIND

ANNOUNCER: This program has come to you from the auditorium of the Teachers College of Connecticut at New Britain, in celebration of 100 years of teacher education in Connecticut. Dr. Herbert D. Welte, President of the Teachers College and Dr. Finis E. Engleman, Commissioner of Education appeared in person. His Excellency Governor Chester Bowles spoke through transcription. The other parts were played by students of the Teachers College and other schools. The Teachers College Chorus was directed by Dr. Etzel Willhoit, Chairman of the Department of Music. The script was prepared and produced by Brobury Pearce Ellis, Assistant Professor in the Department of English. The Narrator was George Stanton. Parts of the program were transcribed.